

**RHODE ISLAND DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL NEEDS**

**SCHOOL SUPPORT SYSTEM REPORT AND SUPPORT PLAN FOR  
THE WESTERLY SCHOOL DEPARTMENT**

**OCTOBER 16-23, 2000**

## SCHOOL SUPPORT SYSTEM

### Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, regular educators as well as special educators and parents. It is designed to learn if the district meets the minimum regulations and what effects the programs and services have on student performance. Finally, the SSS develops a support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site visit and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with disabilities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with disabilities. The RIDE staff compiles a preliminary summary of their analyses of these data.
- Presentation by the LEA and School Site Visit The site visit begins with a presentation of programs by teachers and staff. The presentation provides the visiting team with general and specific information on delivery of programs and services to students. Following this presentation, visits to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. the team gathers sufficient information and works with the LEA personnel to generate a report covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with disabilities
  - The quality and effectiveness of programs and services provided by the district
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team and the LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some fourteen categories, from school improvement to the least restrictive environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as ways that RIDE will assist the district to improve programs and services.

## **TEAM MEMBERS**

### **TEAM A**

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### **TEAM B**

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## 1. SCHOOL IMPROVEMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	<p>The Westerly Public Schools Strategic Plan is grounded in the effective schools research which identifies seven “correlates” of high-performing schools. The district’s mission is to be: “A place where learning has no limits and academic excellence is measured one child at a time.” The plan defines a set up of “Core Beliefs”:</p> <ul style="list-style-type: none"> <li>▪ Learning is the heart and soul of what we do.</li> <li>▪ All children are unique individuals with special gifts and talents.</li> <li>▪ Teaching is hard work in an organization where all children are expected to learn at high levels.</li> <li>▪ All people in the organization, both children and adults, should be valued and respected.</li> <li>▪ Risk taking, problem solving and creativity are traits we embrace.</li> <li>▪ The community is our “customer” and their ideas and opinions are listened to and acted upon.</li> </ul> <p>From these beliefs, the district has established seven “target objectives” which it intends to reach over the next three years. They are:</p> <p>Safe and Orderly Environment  Climate of High Expectations  Instructional Leadership  Clear and Focused Mission  Opportunity to Learn and Student Time on Task  Home School Relations  Frequent Monitoring of Student Success</p> <p>In support of the district’s Mission Statement, “A place where learning has no limits and academic excellence is measured one child at a time”, the following “action plans” explicitly address issues of students with disabilities:</p> <p><u>Safe and Orderly Environment</u>  Continue to work with building leaders supporting their efforts in finding alternative solutions for students in need of support.</p> <p><u>Climate of High Expectations for Students and Staff</u></p> <ul style="list-style-type: none"> <li>• “Disaggregate all tests data, by gender, socio-enomic status, and disability.”</li> <li>• Continue to provide support to all teachers to differentiate instruction.</li> </ul>	<p>Document Review  Interview with Superintendent</p>	

	<p><u>Instructional Leadership</u>  "The principal/facilitator acts as the instructional leader and is responsible for communicating the mission to staff, families and students."</p> <p><u>Clear and Focused Mission</u>  "Test all students in grades 1-11 annually ... on a nationally normed test."</p> <p><u>Opportunity to Learn and Time and Task</u>  "Provide alternative strategies/programs for students not meeting standards."</p> <p><u>Home School Relations</u>  "Parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school achieve its mission."</p> <p><u>Frequent Monitoring of Students Progress</u>  "Monitor the progress of Teacher Support Team."</p> <p>The superintendent has convened a district-wide parent advisory committee, comprised of one representative from each of the seven schools, PTO's and School Improvement Teams. At least one member of the committee is the parent of a child with a disability.</p> <p>The district publishes a weekly newsletter which provides regular updates on school and district activity in support of the strategic and school improvement plans. The newsletter, "The Weekender", is distributed to approximately 60 community organizations and individuals, including the Town Council, Senior Citizens Center, Chamber of Commerce and local clergy.</p> <p>As mentioned above, the district is instituting an annual student assessment of math and reading for all students in grade 1-11. The Terranova assessment will be administered in the fall of each year, allowing for analysis of results while students are still in the same classrooms.</p> <p>The district conducted "individual learner profiles" of all students in grades kindergarten through five in the spring of 2000: This was done as part of the district's commitment to</p>		
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	differentiation of instruction, by the district's Schoolwide Enrichment Specialist and Talent Development Coordinator.		
PERFORMANCE	The mission of Springbrook Elementary School is to provide a safe learning environment, fostering and encouraging each child to become a productive citizen, taking responsibility for self, respecting others and supporting community. This mission is evidenced throughout the school and is supported through the goals of the School Improvement Plan. In addition, the Springbrook SMART Plan (Students and Staff Maintaining Appropriate Respect and Responsibility) delineates a code of conduct to be followed by all students. Students are expected to exhibit appropriate behavior and be respectful of themselves and others in the school community.	Staff Interviews Document Review	
PERFORMANCE	The School Support Team at Springbrook Elementary meets weekly to discuss any behavioral or social and emotional issues of students. This Team is linked to the school's Planning Center and reviews non-academic referrals. It is staffed by the social worker, building leader and staff from the Planning Center.	Staff Interviews	
PERFORMANCE	The Springbrook Elementary School Site Council (SIT) is comprised of the building facilitator, four teachers and four parents; two of the members are parents of children with disabilities. The school's improvement plan targets academic growth for all students, increasing parent involvement and greater integration of technology in instruction.	Administrative Presentation Visits Interviews at Schools	
PERFORMANCE	The district provides a comprehensive array of early childhood placements for young children with disabilities. These include placement in private early care and education programs with on-site service provision, integrated preschool classrooms a full-day class servicing children with PDD/autism and an extended-day kindergarten resource program. The district also provides full-day and extended day kindergarten programs in each of the elementary schools.	Staff Interviews	
PERFORMANCE	The mission of Tower Street School (TSS) states that the TSS community will provide an environment where students are respected as individuals who accept responsibility for their choices and actions. The school will develop a positive attitude toward education success and develop a life-long desire to become caring and responsible adults able to work cooperatively, think critically and communicate effectively in a changing society. This mission is supported in a variety of ways in their School Improvement Plan and in the range of support programs available to students and their families.	Document Review Staff Interviews	

PERFORMANCE	<p>The Tower Street School Improvement Team is comprised of 15 members, including the principal and a representative group of teachers and parents and meets twice a month in the evenings. The school's improvement plan targets academic growth for all students, enhancing the "physical and emotionally safe" atmosphere of the school, and increasing parent involvement. An objective in the SIP focuses on improving home-school relations, and a subcommittee on Family Engagement was formed. Some of the activities include a variety of family get-togethers, training classroom volunteers, and offering workshops on issues of concern based on a survey completed by families. To enhance the home-school connection, the building leader sends out a monthly newsletter, <u>The Home School Connection</u>, and writes a monthly newspaper column.</p>	<p>Administrative Presentation Visits Interviews at Schools</p>	
PERFORMANCE	<p>There are before- and after-school programs at all levels in all buildings throughout the district. Specifically, Tower Street's "Before and After School Program" for children in grades 1-5 is designed to enrich and expand the school curriculum. Each course runs for 6 weeks. Children select from a range of courses at no cost, based on their needs and interests. A Saturday class is also offered. Some of these courses include: Clicking On, Celebrations Around the World, Pets and Pet Care, Speaking Spanish, Babysitting Basics, Art Work, Karate, and many, many more.</p> <p>State Street School provides a before-school homework club and after-school classes. All other elementary schools provide after-school programs for remediation and enrichment.</p>	<p>Staff Interview Document Review s</p>	
PERFORMANCE	<p>The Village Learning Center is being planned for Saturday mornings and allows children to access the computers and offers courses for parents in a wide variety of areas.</p>	<p>Staff Interview</p>	
PERFORMANCE	<p>In order to increase the learning opportunities for students with disabilities, Tower Street School provides an extended day program where 18 students are transported to school daily, one hour early, to work on reading skills. The special education staff and reading specialist provide these services and are able to work a flexible schedule. This program allows students more in-class time in their general education classes.</p>	<p>Staff Interview</p>	
PERFORMANCE	<p>The mission of the Bradford Elementary School is to provide an opportunity for each child to achieve educational success in an environment that encourages respect and promotes life-long learning. In collaboration with families and community, the school will enhance growth opportunities for all children by</p>	<p>Administrative Interview Staff Interviews Document Review</p>	

	<p>providing them a quality curriculum and instructional practices that will allow them to realize their highest potential. The School Improvement Plan focuses on:</p> <ul style="list-style-type: none"> <li>• Frequent Monitoring of Progress utilizing tactics such as professional development, use of alternate curriculum materials, self-assessment strategies, documentation and communication of data for use in planning and instruction, and on-going student progress reporting.</li> <li>• Home School Community Relations through the use of monthly classroom newsletters, and quarterly teacher/home communication.</li> </ul> <p>The Bradford School Library will be open on Monday nights, along with the Westerly Public Library, to provide access to computers for children, and provide literacy-based programs.</p> <p>Opportunity to Learn utilizing after-school programs, enrichment programs, and behavior plans, differentiated teaching and learning, integrated curriculum, and technology and Alpha Smarts.</p>		
PERFORMANCE	<p>A focus of Babcock Middle School as represented by the School Improvement Team (formerly Site Council), Administrators, Instructional Coordinators, and Team Leaders is to measurably improve student performance. The indicators to be used are the Rhode Island Writing Assessment, the New Standards Reference Exams, yearly in-district testing, and regular teacher assessments.</p> <p>All writing assignments will be measured using the BMS Writing Rubric. Additionally, all English teachers will use the RI grading rubric to score student writing.</p> <p>Scores on the RI Writing Assessment and in Writing Effectiveness and Conventions will increase by a minimum of 3%.</p> <p>Preassessment of all incoming students has been accomplished. The addition of a reading teacher in grade 6 allows all students whose scores indicate a 1-2 year lag in skills to receive additional support. Remedial reading will continue to be offered to those three or more years behind.</p> <p>Scores in Basic Understanding and Analysis/Interpretation will increase by a minimum of 3%.</p>	Document Review Staff Administrative Interviews	



	<p>Preassessment of all incoming students has been accomplished. A new math series, Connected Mathematics, has been introduced; much planning and reorganization is taking place to implement this curriculum.</p> <p>Scores in Math Skills, Math Concepts and Problem Solving will increase by a minimum of 3%.</p>		
PERFORMANCE	<p>State Street's School Improvement Team consists of the principal, parents and teachers. They meet twice a month. The focus of this SIT group is to promote student achievement in concert with the school's philosophy of "Cherishing all Children" and merging SALT findings, district student performance and the school's Improvement Plan. There is an emerging connection between the Teacher Support Team and the SIT in the areas of enhancing student performance, students as diverse learning, and teacher support.</p>	<p>Interviews Observation Document Review</p>	
PERFORMANCE	<p>The School Improvement Plan at the Dunn's Corners School is predicated upon the school's mission statement; the district's vision, goals, and beliefs; and the need to raise standards. The school's mission is to work collectively with staff, parents, and community to enrich and improve the educational experiences of students at the school. The School Improvement Plan focuses on raising standards by making improvements to school, teaching, and learning through the use of the seven Effective Schools correlates (which include a creating an environment of high expectations, providing coordinated instructional leadership, having a clear and focused mission, increasing opportunities to learn and time spent on task, frequently monitoring student progress, and improving home school relationships).</p>	<p>Administrative Interview Staff Interviews Document Review</p>	
PERFORMANCE	<p>As a district, Westerly has made a commitment to high quality early childhood programs for all young children ages three through kindergarten by participating in the Keys to Quality Accreditation Project for the past three years. This project collaboratively support community partnerships with private preschools, integrated preschool programs in the elementary schools and kindergarten programs that include young children with disabilities, through the accreditation process of the National Association for the Education of Young Children (NAEYC). Programs that have achieved this accomplishment have demonstrated practices that reflect nationally recognized criteria for high quality. The following schools/programs have been accredited by NAEYC:</p>	<p>Document Review Staff Interviews Review of Document</p>	

	<p>Tower Street Preschool  Bradford School Kindergarten  Springbrook Preschool Program  Tower Street School's Extended Day Kindergarten  YMCA Nursery School</p> <p>Other school/programs participating in Keys to Quality are:  Tower Street School (K Program)  * Westerly Child Development Center – Head Start  * Dunn's Corner Church Preschool/Day Care  * These private community-based preschools all service young children with disabilities and the district provides onsite special education and related services.</p>		
PERFORMANCE	<p>Westerly is one of four Rhode Island sites participating in the Collaborative Planning Project (CPP). The CPP for Comprehensive Early Childhood Systems is a federally funded outreach project based at the Center for Collaborative Educational Leadership at the University of Colorado. It is funded through a federal grant under IDEA and provides training and technical assistance to local interagency teams to do system level planning. The Westerly Collaborative Team is compiled of staff and parents from the Early Intervention Program, Head Start, public school integrated preschool, YMCA nursery school, South Shore Mental Health, CES and the district EC Coordinator. Some of their accomplishments include: the development of "prescription pad" referral form for pediatricians, conducting outreach to doctors, providing family awareness workshops, implementation of the Parents As Teachers Program, fund-raising for gift bags for all families of newborns and applying for an Even Start grant which would support these activities and the goals of the Westerly CPP.</p>	<p>Administrative  Interviews  Documents Review</p>	
PERFORMANCE	<p>Westerly High School has emerged as an exceptional school community model with respect to a number of interagency partnerships and school based reform initiatives. The Resource Hub at the high school offers an after-school program for all students for tutorial purposes.</p> <p>Through the continuous implementation of the School Improvement Plan, which embraces environmental orderliness and safety, a climate of high expectations and opportunities to learn, instructional leadership, progress of students and home school relations, Westerly High School is setting the foundation to achieve high academic standards for all students.</p>	<p>Administrative  Interview  Document Review  Observation</p>	

	Enhancing the overall school improvement initiatives are a number of school-based decision making processes which include several avenues for input from faculty, staff, parents and students. Westerly High School facilitates a faculty collaborative made up of two administrators and six elected teachers who identify initiatives that enhance activities at the building level and issues and concerns shared by all school personnel. A site counsel including students, parents and community members provide input regarding a number of school-based issues including the overall budget. Faculty, collaboratives, and departmental and focus committee activities address personnel, curriculum, budget associated academic concerns and professional development. Though final responsibility for all decision making rests with administration, providing opportunities for broad based discussions and input regarding all aspects of school life ensures continued school improvement and student success.		
PERFORMANCE	Westerly has developed several written interagency agreements with community agencies that provide services to students and their families. There is a written agreement with Head Start regarding the identification and service provision of preschool children with disabilities. An agreement also exists with the regional Early Intervention Program, local early care and educational programs where enrollment slots are usually secured for young children with disabilities and with South Shore Mental Health and other community partners.	Staff Interviews	
PERFORMANCE	The Westerly Child Outreach Program implements an effective quality-screening program. Approximately 500 preschool age children are screened each year, representing 50% of 3 year olds and 87% of 4-year-olds. In addition to screening in all public and private preschools in the community, all incoming K students are screened in the spring at the time of registration. The screening is available throughout the school year on an ongoing basis. Families are an integral part of the screening process and are welcomed to accompany their children.	Administrative Interview Document Review	
PERFORMANCE	<u>Exploration Express</u> is the district's summer school program and provides services to 120 children in grades K-5. This is a system-wide interest-based summer program offered to all students.  Kindercamp is a 5-week summer program for young children in K who are at risk of developing learning disabilities.  Babcock Middle School offers a summer reading program.	Document Review	

## 2. SCHOOL CLIMATE

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	Staff throughout the district report gratitude and respect for the Special Education Director's work and commitment to meeting the needs of students with disabilities and to his timely responsiveness to the needs of staff and families. The Special Education Director is always accessible to staff and proactive in finding solutions to problems.	Staff Interviews Administrative Interviews	
PERFORMANCE	All of Westerly's elementary schools have a warm and welcoming atmosphere. Administrators and faculty provide an exemplary, mutually supportive and dynamic learning community. Staff are dedicated, enthusiastic, and highly creative and committed to providing the best possible instruction to all students.	Administrative Interview Staff Interviews Observation	
PERFORMANCE	<p>Through the exceptional leadership, commitment and dedication of the entire staff at Westerly High School, students are receiving an educational experience which supports them academically, socially and emotionally with the skills necessary to be life-long, successful learners.</p> <p>Administrators, teachers, support staff and the overall school personnel have extended themselves to educate the entire student body no matter what the individual's interest or capabilities are. They collectively and personally make every effort to assure that each student achieves there individual potential.</p> <p>Due to an array of embedded school wide systems and programs ensuring safety, personal growth and well being of the entire school community the overall climate of Westerly High School is positive, respectful and supportive, resulting in a sense of pride and ownership.</p>	Performance Observation Interviews Document Review	
PERFORMANCE	<p>Babcock Middle School faculty and staff are a highly dedicated group of individuals who will go to great lengths to meet the varied needs of their students.</p> <p>Staff members report tension between regular and special educators. The School Improvement Team is beginning to address some of these collaborative staff issues. Special Educators are now represented on the SIT. A faculty collaboration team has started meeting, with members elected</p>	Staff Interviews	<p>The Westerly School District will provide RIDE with a written plan to address these issues.</p> <p>Timeline: May 30, 2001</p>

	by peers to address some of these concerns. Professional development on differentiated instruction is offered to staff members on a voluntary basis.		
PERFORMANCE	Although “Cherish All Children” is the motto of State Street School, this philosophy holds true throughout the district. During interviews and visitations it was noted that faculty, staff and students demonstrated a positive sense of school community as demonstrated by their concerns for individuals, pride in their environment, and promotion of this philosophy.	Interviews Visitation	
PERFORMANCE	All elementary schools in Westerly demonstrate widespread collaboration on behalf of their students. The building leaders, who set the tone, reinforce this climate. There is also collegiality among parents and staff who jointly advocate for all of the school's children.	Staff Interviews	

### 3. GOOD TEACHING PRACTICES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	<p>At all of the elementary schools, good teaching practices consist of :</p> <ul style="list-style-type: none"> <li>• Inclusion of students with disabilities in exemplary ways;</li> <li>• Knowledge of how to interpret IEP's, provide accommodations and modifications and an acceptance of all kids by the general education;</li> <li>• Collaborative/team teaching model incorporated at all grade levels.</li> </ul> <p>At State Street School, some specific practices include:</p> <ul style="list-style-type: none"> <li>• TEACH program for students with Pervasive Developmental Disorder (PDD);</li> <li>• LEP preschool and primary LEP program;</li> <li>• Before school homework club;</li> <li>• In class speech and language during integrated part of the day in grades 1, 2, 3.</li> </ul>	<p>Observation Staff Interviews</p>	
PERFORMANCE	<p>Westerly High School provides an array of instructional strategies to accommodate individual learning styles including interdisciplinary teaching, hands-on problem solving activities emphasizing multiple intelligence, collaborative teaching classes, working with alternate programs and utilizing community resources. A continuum of instructional and support programs, including ACE (Alternative Career Education), LINKS Program, WISSP (COZ), Transition Program and the STAR Program, range from receiving academic credit while performing community service to the EXCEL program</p>	<p>Observation Staff Interviews Document Review</p>	

	<p>which offers students who display genuine academic potential but fail to thrive in a traditional school environment the opportunity to acquire credits toward graduation by satisfying the objectives of the mastery curriculum via computer assisted instruction.</p> <p>Interagency agreements with New England Institute of Technology, CCRI, RIC, Job Corps, Johnson &amp; Wales University, and Chariho Vocational School offer students an array of career and academic opportunities in a variety of course offerings and extra curricular programs such as the computer aide, drafting and design (CADD) program, construction technology projects, chemistry team competitions, town government day and career day that challenge and prepare students for future endeavors. An interagency agreement also exists with St. Francis a program that services students with Behavioral Disorders.</p>		
PERFORMANCE	At the Westerly High School, the Freshman Academy is an intensive skills-based program designed for incoming freshmen who are performing two grades below in reading and math. The program is staffed with 4 general education teachers, a special education teacher, and a reading teacher. Last school year, 40 students participated in the program, 18 of who were on IEPs.	Staff Presentation	
PERFORMANCE	Individual learner and classroom profiles for all students in grades 1 – 5 highlight students strengths, needs and interests.	Staff Presentation	
PERFORMANCE	The district provides a wide variety of programs and strategies to promote success in reading achievement that include: Metra, Linda Mood-Bell, LIPS Program and Visualizing and Verbalizing Program, Orton-Gillingham, and Stevenson. In addition, the district is one of four demonstration sites participating in the Early Reading Success Program which provides professional development and resources on research-based reading methods in assessment and instruction in kindergarten and first grade. These programs and strategies are used to work toward meeting the Rhode Island standards	Interview Document Review	
COMPLIANCE	Lack of technological access to all students is of concern. For example, staff at Tower Street Elementary Schools and the Bradford School reports computers were provided for every general education classroom but not to resource or self-contained classes. A needs survey has been conducted at all schools on the topic of technology.	Staff Interviews Observation	<p>The Director of Technology will submit a technology plan that assures equal access of technology to all students.</p> <p>Timeline: May 30, 2001</p>
PERFORMANCE	<p>The following are just a few examples of the many promising practices in use at Babcock Middle School:</p> <ul style="list-style-type: none"> <li>The school's emphasis on reading is based on research that</li> </ul>	Staff interviews Document Review	

	<p>suggests increasing reading skills will decrease special education referrals. Toward this purpose, 2.5 remedial reading teachers instruct special education students who are two or more years behind their age peers with specialized instructional programs. All students receive daily reading and silent reading.</p> <ul style="list-style-type: none"> <li>• “Project Pride”, developed by the principal to help mentor new teachers, allows new staff to meet monthly with the principal in addition to regular monthly faculty meetings.</li> <li>• Teams share two common planning periods per week.</li> <li>• After school programs such as IMPACT and Ramp-up, extended school day and Saturday school offer more opportunities for students to achieve.</li> <li>• Excellent student teacher ratios exist at BMS with teams generally running at 90 students and capped at 115 for four core teachers and 1 special educator</li> <li>• SAM (Students as Mediators), is a program in which students are trained to help resolve conflicts with their peers.</li> <li>• The Planning Center is an extremely important support service for students from all grades. The goal of the Center is to help make improvements in the following areas: behavior and cooperation in school, attitude towards school, attendance, and completion of work assignments, study habits, long term studies/projects. The Planning Center services approximately 35 – 40 students. The team receives referrals for social, emotional, and behavioral issues and determines Planning Center Program acceptance as well as recommends other supportive services, such as counseling and consultation.</li> </ul>		
PERFORMANCE	At Dunn’s Corners School, the following initiatives support and promote learning and teaching in the community: School Report Night on State Assessments, Technology Committee, Destination: Imagination, SMART Program, Dunn’s Corners School Weekly Update, Character First, and Teacher Newsletters.	Staff Interviews Document Review	
PERFORMANCE	Bradford Elementary School was chosen as an Early Reading Success Demonstration site this year. The University of Rhode Island and Haskins Laboratories have collaborated with the Connecticut State Department of Education to secure federal funds for the creation of the program. The Early Reading	Administrative Interview Staff Interviews Document Review	

	Success Program focuses on kindergarten and first grade students who present with difficulties with reading and writing. The Early Reading Success team consisting of school leaders and teachers will receive state-of-the-art professional development and will be supported by a reading expert and an Early Reading Success Fellow to ensure their highest quality instruction in reading. In addition, Bradford Elementary School will receive \$10,000 in materials and technology to support effective reading instruction, and \$15,000 to support the hiring of substitutes in order to enable teachers to participate in professional development activities.		
PERFORMANCE	Staff at Dunn's Corner School conduct weekly grade level meetings during common planning time. Grade level newsletters are distributed to parents. In addition, throughout the district, resource teachers meet with regular education teachers who provide services to their students. Substitutes are provided in order to enable these meetings to take place.	Staff Interviews	
PERFORMANCE	Staff at Bradford School and Springbrook School meet voluntarily for two additional staff meetings per month for staff development in the area of Early Reading Success.	Staff Interviews	
PERFORMANCE	Common planning time for grade level teams is provided throughout the district.	Staff Interviews	
PERFORMANCE	The Dunn's Corner School will soon initiate a six-week after school enrichment program, SMART (Student Mastery and Recreational Time). The program is designed to enrich and expand upon the regular school curriculum and offers a variety of classes taught by parents and teachers on a voluntary basis. Course offerings include Write Right, Math Problem Solver, "Words and Song", Introduction to French, Karate, Beginning Piano/Keyboard, Basic Spanish, Crafts for Kids, Elementary Band, Story and Snack Time, and Hands on Nature Class. Each class cost \$20.00, but scholarships are provided so that no child is denied participation in the program. Day care is available for parents who may want to teach a course, but who have children too young to participate in any of the program.	Staff Interviews Site Council Meeting	
PERFORMANCE	At Tower Street School there are many examples of effective teaching practices. They include: looping classrooms at 3 different levels – grades 1 & 2, grades 3 & 4, and grades 4 & 5, Play Fair, Character First, Responsive Classroom, model flexible group instruction across grade levels based on pre-assessment of all students in reading and math, full-day and extended-day Kindergarten classrooms and the emphasis on specific literacy development in the Kindergartens which provides small group instruction. The services of a full-time behavior specialist are	Administrative Interview	



	available to assist students with academic, emotional and behavioral concerns. In addition, Tower Street School participates in the Aspiring Principals Program, which supports the mentoring of a former classroom teacher interested in becoming a principal.		
PERFORMANCE	The Before School Extended-day Program at Tower Street School offers 18 students (16 of which have IEPs) an additional hour of school each morning. Special education staff and the reading specialist work on IEP goals during this time which affords students additional time in the regular classroom.	Administrative Interview	
PERFORMANCE	All students can access the Planning Center at Springbrook Elementary. The center assists students with academic, emotional and behavioral concerns and provides opportunities for quiet time in which homework can be completed. Students get to check in twice a day, and it offers a Lunch Bunch program.	Administrative Interview	

#### 4. EDUCATIONAL PROGRAM ALTERNATIVES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	A clinical social worker at the Bradford Elementary School Planning Center provides support for students experiencing social/emotional/behavioral difficulties so that they may succeed academically. She provides individual and group counseling as well as providing support to families.	Staff Interviews	
PERFORMANCE	The Student Teacher Assistance Room (STAR) program at Bradford School for grades 3-5 and Tower Street School for grades K-3 provides students with social, emotional, and/or behavioral issues with a safe and nurturing environment in which to learn. Students participate in all required curriculum areas. The goals of the STAR Program are to provide appropriate programming for students with behavioral challenges in a time limited manner, facilitate a smooth transition for students moving from a more restrictive environment to a less restrictive environment, develop individual psycho-educational goals which promote successful academic progress and encourage coping and socializing skills, and better utilization of district resources by preventing out-of-district placements. Key components of the Program include consistently structured, behaviorally based interventions coupled with weekly individual counseling and daily group counseling provided by a clinical social worker from the	Staff Interviews Observation Document Review	

	Planning Center. At Bradford School, three students from the STAR Program have been fully transitioned into regular education classes and the remaining 7 are included in regulation education classrooms to varying degrees.		
PERFORMANCE	Westerly High School provides an array of Educational Program Alternatives that promote successful instruction within a supportive school environment, enhancing opportunities for student success. These include: STEP-UP Program Early Enrollment Program (EEP) Student Teacher Assistance Room (STAR) LINKS EXCEL Academic and Career Education (ACE) Special Education Reading Initiative ESL Hub Resource Center Self-contained Program	Staff Interviews Document Review	
PERFORMANCE	The Westerly Integrated Social Services Program, or the WISSP Center, provides opportunities for Westerly students and their families to access a wide variety of social services in a school setting. Services include individual counseling, evaluation, referral networks, tutoring, interagency collaboration, community services and workshops Even Start, Character Education and Teen Helpline.	Observation Interview Document Review	
PERFORMANCE	At Babcock Middle School, the Transition Program provides an intensive behavioral model for students returning to the district from day placement, as well as students in need of a more restrictive placement in the district. This program provides a safe and nurturing environment for students who present with severe social/emotional/behavioral issues and with a history of acting out in the home, school, and community. Key components of the Transition Program include consistently structured, behaviorally based interventions to alleviate barriers to learning, with therapeutic support and intensive parent involvement.	Staff Interviews Document Review	

## 5. TEACHER SUPPORT TEAMS

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	At State Street School, teacher support teams is understood and accessed by all the staff that was interviewed. The composition of this team is constant with the only variables being the referring teacher, and the psychologist/social worker, as needed. There were two pervasive concerns expressed by the principal and teachers. With the shift from CAP/CAST to Teacher Support teams (TST), personnel need to be trained. Second, that teacher support team is primarily a precursor to a special education referral rather than an effective regular education intervention.	Staff Interviews	RIDE will facilitate professional development through Rhode Island College on the Teacher Support Teams.
COMPLIANCE	At Babcock Middle School, no formal teacher intervention team exists. Although team meetings and support services fill some of the gaps, there remains a need for a pre-referral process that allows for coordination, collaboration and communication between service providers.	Staff Interviews	The Westerly School District will provide assurances that Babcock School has a functioning teacher support team and that required documentation is submitted to the RIDE.  Timeline: May 30, 2001
COMPLIANCE	Staff needs clarification regarding the fact that the teachers support team is not mandatory in order to make a referral to the MDT.	Staff Interviews	The Westerly School District will provide written documentation to RIDE on clarification that will be provided to the district through the Leadership Team. Timeline: May 30, 2001.
PERFORMANCE	Westerly High School has just initiated their teacher support team. The team is comprised of classroom teachers and other building professionals who collaborate with teachers who would like support with students experiencing academic difficulty in their classrooms. The TST has developed a Request for Assistance form, which includes a student's strengths, reasons for request, desired outcome, interventions and observations and will be meeting weekly.	Staff Interviews	
PERFORMANCE	At Springbrook Elementary, the teacher support team has representation at each grade level and meets whenever a referral is received.	Staff Interviews	
PERFORMANCE	The teacher support team at Tower Street School meets weekly and has been especially valuable for the new staff.	Staff Interviews	

#### 6. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	District will administer Terranova in November for grades 1-11 as district assessment. Parents will be given reports.	Interviews	
PERFORMAMNCE	At State Street School FAPE was provided and adhered to as evidenced by documentation, interviews and visitations.	Staff interviews Parent Interviews	
COMPLIANCE	There was no evidence of language appropriate parent notification for evaluation and IEP meetings.	Document Review	The Westerly School District will provide assurances that parent notification will be implemented in compliance with the RI Regulations. RIDE will assist Westerly in developing a district policy addressing parent notification. Timeline: May 30, 2001
COMPLIANCE	At the Westerly High School, special needs students do not have access to the services of the Reading Specialist.	Staff Interview	The Westerly School District will provide assurances that services of a Reading Specialist is available to all students who are in need of the services. Timeline: May 30, 2001

#### 7. EVALUATION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
COMPLIANCE	During the record review, several documents could not be located in files:  Missing psychological evaluation	Record Review  AC6	The Westerly School District will provide assurances that all evaluations are completed in compliance with the RI Special Education Regulation.  Timeline: May 30, 2001
PERFORMANCE	Some staff are unfamiliar with the policies and procedure regarding the process of conducting evaluations during the summer.	Staff Interviews Staff Surveys	RIDE will provide clarification on this issue.  Timeline: May 30, 2001
PERFORMANCE	The district-wide Teacher Evaluation System is in its second year of implementation. The evaluation is based on the teacher standards and involves 1/3 of the tenured staff as well as all non-tenured and new teachers, yearly. This is an ambitious undertaking that requires a 45-minute pre-observation conference, a whole class period observation and a post-observation conference to be conducted three times each year for each individual being evaluated.	Staff Interviews Document Review	

PERFORMANCE	Staff at Babcock Middle School has not been trained to conduct the alternate assessment for their qualifying students.	Staff Interviews	The Westerly School District will provide assurances that this professional development will occur at Babcock Middle School.  Timeline: May 30, 2001
COMPLIANCE	Though an array of activities that address vocational assessments and planning for students with disabilities at age 14 occur, it is unclear how these efforts are coordinated, managed and incorporated into the IEP's.	Observation Documents Review Staff Interviews	The Westerly School will facilitate professional development through the South RI Collaborative to ensure that the issues are addressed.  Timeline: May 30, 2001

#### 8. FAPE/INDIVIDUAL EDUCATION PLAN (IEP)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
COMPLIANCE	<p>There is great variability throughout the district in the writing of IEPs; most staff need to improve in one or more aspects of their development of IEPs. Record reviews indicate several concerns:</p> <ul style="list-style-type: none"> <li>• Writing clear present levels of performance that link to standards.</li> <li>• Writing goals that align with standards.</li> <li>• Writing clear, measurable objectives, with criteria and schedules for checking process.</li> <li>• Documentation of team consideration of all required points, and of all required information (e.g. date of meeting, completion of check-boxes, reevaluation date, etc.)</li> <li>• Documentation of state assessment participation, accommodations OR alternate assessment</li> <li>• Documentation of progress</li> <li>• Discussion and documentation of ESY services</li> <li>• Use of addendums</li> <li>• Vocational/transition planning not evident in goals and objectives.</li> </ul> <p>Training has been available in the district on IEP development and on locally developed software programs.</p>	Record Review	<p>The Westerly School District will provide assurances that professional development opportunities will be provided to staff in these areas. RIDE will provide resources to support this professional development.</p> <p>Timeline: May 30, 2001</p>

COMPLIANCE	<p>The following represents specific findings based on review of records:</p> <p>The district modified the State IEP form by inserting a finite list of modifications for teams to consider in designing programs for students.</p> <p>Description of student's strengths and needs is inadequately written</p> <p>Description of present levels of performance inadequately written</p> <p>Annual goals are not adequately written</p> <p>No documentation of progress and performance on state assessments and annual goals</p> <p>No documentation on the IEP of the discussion of the need for an extended school year services</p> <p>No documentation of progress towards IEP goals noted on IEP and no indication that parent was informed of progress</p> <p>IEP modification list not used appropriately</p> <p>No date for re-evaluation indicated on IEP</p>	<p>Record Reviews</p> <p>AC5,8</p> <p>CS1,5 JS13 (for academics); 4,6 (speech)</p> <p>JS2; 3 (except for OT and PT); 4</p> <p>CS1,2,4</p> <p>AC2,7 JS4 JK3,4,5 CS1,3,3,4</p> <p>AC2,6,7,8 JS,4,5,6 JK2; CS1,4</p> <p>JK2,3,5</p> <p>AC7,8</p>	<p>The Westerly School District will provide assurances that processes and procedures are in compliance with the RI Special Education Regulations.</p> <p>Timeline: May 30 2001</p>
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## 9. LEAST RESTRICTIVE ENVIRONMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
COMPLIANCE	<p>At Babcock Middle School, each regular education team is assigned one special education teacher who is responsible for most or all special education services assigned to that team.</p> <p>Teaching teams at Babcock Middle School designated as "collaborative teams" are comprised primarily of students with special needs, creating a self-contained team within a team.</p> <p>At Babcock Middle School, students with disabilities are not provided with equal access to the general education curriculum.</p>	<p>Staff Interviews</p> <p>Observations</p> <p>Document Review</p>	<p>The Westerly School District will provide written documentation of strategies that will be implemented to address these issues.</p> <p>Timeline: May 30, 2001</p>

## 10. FAPE/TRANSITION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	<p>The transition process from early intervention to preschool and from preschool to kindergarten, facilitated by the district, EC Coordinator, is highly effective. The district participates in bi-annual planning meetings, with early intervention for children who will be turning three during the school year, as well as attending the 30-month transition meetings. The coordinator accompanies the family to observe a variety of placement options in the community prior to the 34-month transition meeting at which time the IEP is developed. For children transitioning into kindergarten, the coordinator and/or preschool staff meet with the receiving kindergarten teacher in the spring. IEP meetings are held in the child's home school that they'll attend in the fall, which ensures participation of kindergarten teachers.</p>	<p>Staff Interviews</p>	
PERFORMANCE	<p>Some teachers expressed concern regarding the transition of students from the elementary schools to the middle schools. Teachers report that a single assessment is used by the middle school to determine a student's level. Although some student portfolios were sent to the middle</p>	<p>Staff Interviews</p>	<p>The Westerly School District will provide written documentation of strategies that will be implemented to address these transition issues.</p> <p>Timeline: May 30, 2001</p>

	school for use in determining students' placement, they were not used by staff at the Middle School in assessing appropriate placements for students.		
COMPLIANCE	<p>Although exceptional efforts to provide transition-related activities at Westerly High School are being facilitated with students, it is unclear how these activities at the high school are being managed, coordinated and assessed. Students are unclear who to talk to about potential vocational and/or transitional conflicts, course of study, work and/or career planning to achieve successful post school goals.</p> <p>Additionally, there was little evidence that vocational and/or transitional planning was included in students IEP's.</p>	Record Review Student/Staff Interviews	<p>The Westerly School District will provide assurances that transition and vocational planning are included in students IEPs in compliance with the RI Special Education Regulations. Professional Development will be provided through the Southern Regional Collaborative on these issues.</p> <p>Timeline: May 30, 2001</p>
COMPLIANCE	There is a lack of continuity between the elementary level and middle school level and between Babcock Middle School and Westerly High School with respect to the configuration of the service delivery models.	Staff Interviews Parent Interviews Record Reviews	<p>The Westerly School District will provide written documentation of strategies to address these issues.</p> <p>Timeline: May 30, 2001</p>
PERFORMANCE	The transition process from the integrated preschool Programs at Springbrook and Tower Street Schools to the Kindergarten classes at each of the elementary schools, allows for the participation of the receiving of teachers at the child's IEP and planning meetings by conducting those meetings in the child's neighborhood school.	Staff Interviews	
PERFORMANCE	There are several parents at Tower Street School whose children now attend Babcock Middle School that contacted their children's former teacher(s) seeking support and advice regarding the implementation of their child's IEP.	Staff Interviews Document Review	

#### 11. PARENT PARTICIPATION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	The district's Strategic Plan has as one of its "tactics/strategies" (one of the correlates of Effective Schools), "Home School Relations - ...parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school achieve its mission."	Document Review	
PERFORMANCE	<p>The district's elementary schools all have active School Improvement Teams with broad parent representation. Some notable activities includes:</p> <ul style="list-style-type: none"> <li>• weekly home visits and whole-family evening get-</li> </ul>	Staff Interviews Document Review	



	<p>together for children attending the integrated pre-school;</p> <ul style="list-style-type: none"> <li>• "Family Resource Information Center" in the school's lobby;</li> <li>• the "Family Engagement Committee of Tower Street School's Improvement Team;</li> <li>• the parent volunteers in classrooms at both Dunn's Corners and Tower Street Schools;</li> <li>• the "dessert night" component of Bradford School's Report Night.</li> </ul>		
PERFORMANCE	At Dunn's Corner, parent volunteers are a valuable resource and provide classroom assistance within the school environment on a regular basis. PTO fundraising efforts provide resources for the library/media center, field trips, playground renovations, SMART program cultural programs and "Destination: Imagination" (formerly Odyssey of the Mind).	Staff Interviews Document Review	
PERFORMANCE	Parent-teacher relationships at Westerly High School were reported to be very positive with an ease for open communication in supporting student success overall. Administrators and teachers reported a desire to create more opportunities for parental involvement.	Staff Interviews	
PERFORMANCE	The family involvement component of the preschool program at Tower Street and Springbrook include weekly home visits by the classroom teachers and/or speech and language therapist.	Staff Interviews	
PERFORMANCE	The Local Advisory Committee (LAC), comprised of parents, general and special education staff and director of special education meets bimonthly and is currently working on promoting an awareness of the committee and on designing a new pamphlet.	LAC Interview	
PERFORMANCE	The Westerly School District, in collaboration with the South Shore Mental Health Center are providing families of very young children with weekly home visits through the Parents as Teachers program. This home-school community support system gives families information on child development from birth to age 5 and suggests methods to promote growth in all domains of development. In addition, PAT provides a series of evening workshops on a variety of parenting topics to all families in the community.	Staff Interviews Document Review	
PERFORMANCE	There is a Parent Resource Center located in the front hallway of Springbrook Elementary and is frequently accessed by families.	Interviews Observations	

## 12. PROFESSIONAL DEVELOPMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
PERFORMANCE	The district has a long-standing commitment to professional development for all staff. The teachers' contract for 186 days includes five days dedicated to in-service professional development. A .6 FTE Staff Development Coordinator oversees district level activities and maintains a related professional development file for each staff member. In addition to these days, staff are eligible for a \$350.00 stipend upon completion of 40 hours of in-district or out-of-district professional development. The Staff Development Coordinator offers specific assistance to staff involved in Individual Professional Development Plans.	Document Review	
PERFORMANCE	<p>Through the Professional Development Coordinator, building leaders, and general education and special education staff planning team, professional development opportunities are continuously provided. District staff report a need for additional professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Differentiated instruction</li> <li>• Collaborating/methods of co-teaching in terms of roles and responsibilities for the planning, implementation, and assessment and instruction</li> <li>• Methods of co-teaching</li> <li>• Functional behavioral analysis</li> <li>• Methods in teaching to new national standards</li> <li>• Standards-based curricula and assessment</li> <li>• Vocational and transition planning</li> <li>• Team building</li> </ul> <p>Staff expressed an interest and need for joint training among general and special education staff.</p>	Staff Interviews	The Westerly School District will provide documentation of a professional development plan to address these areas. Timeline: May 30, 2001
PERFORMANCE	The special education office developed a comprehensive training manual on guidelines and requirements for all principals, which was updated in August.	Document Review	

**13. PROCEDURAL SAFEGUARDS**

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
COMPLIANCE	No indication that parents received copies of procedural safeguards	AC1,6,7	The Westerly School District will provide assurances that a process will be in place to comply with the RI Special Education Regulations. Timeline: May 30, 2001

**14. FACILITIES**

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
COMPLIANCE	Babcock Middle School was clean, painted and appeared well maintained. Although a recent building addition was mentioned, there is an inadequate amount of space for specialized programs. Transition and 230-day programs are conducted in extremely small rooms. These students are unable to move around their classrooms, and, further, these conditions limit the equipment and instructional centers. In another space, three special education teachers share a classroom divided only by file cabinets and other supplies. Instructional activities from both classes cause distractions. In addition, a DPT and reading teacher are working in reception areas that are not conducive for instruction, assessment, or matters of confidentiality. In order for staff to be effective in assisting children, the physical facility must be conducive to the student's needs.	Observation	The Westerly School District will provide assurance that appropriate space is provided.  Timeline: May 30, 2001
PERFORMANCE	State Street School's facility is a bright accessible, clean, student centered building which shows evidence of a variety of students athletic, academic and after school activities and interests.	Observation	
COMPLIANCE	At the Westerly High School, the Reading Specialist does not have a regularly assigned space and the space that is available is not conducive for provision of services.	Observation Staff Interviews	The Westerly School will provide assurance that appropriate space is provided. Timeline: May 30, 2001
COMPLIANCE	At Tower Street School, the resource teacher does not have a consistently designated space to service students whose IEPs require pullout services.	Staff Interviews	The Westerly School District will provide assurance that appropriate space is provided. Timeline: May 30, 2001